



Department of
Higher Education

Mike DeWine, Governor
Randy Gardner, Chancellor

Approved Revisions of the Ohio Transfer Module (OTM)

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Glossary

Diversity, Equity, and Inclusion (DEI) Standalone Course

These courses do not fully meet the learning outcomes of any one of the other OTM discipline areas. These courses meet the DEI learning outcomes. Examples might include multidisciplinary courses, service-learning courses, cross-cultural courses, etc.

Dual Approved Diversity, Equity, and Inclusion (DEI) Courses

These courses have been reviewed and approved by both the DEI faculty panel and another OTM discipline area faculty panel. For the time being, initial submissions will focus on courses that would be reviewed by the Arts & Humanities faculty panel or the Social & Behavioral Sciences faculty panel and the DEI panel. These courses will be used to fulfill the OTM requirement for electives or for the other discipline area for which they are approved. These courses could fulfill multiple requirements at an institution's discretion. However, even if multiple requirements are met, a student would only receive the credit hours for the single course.

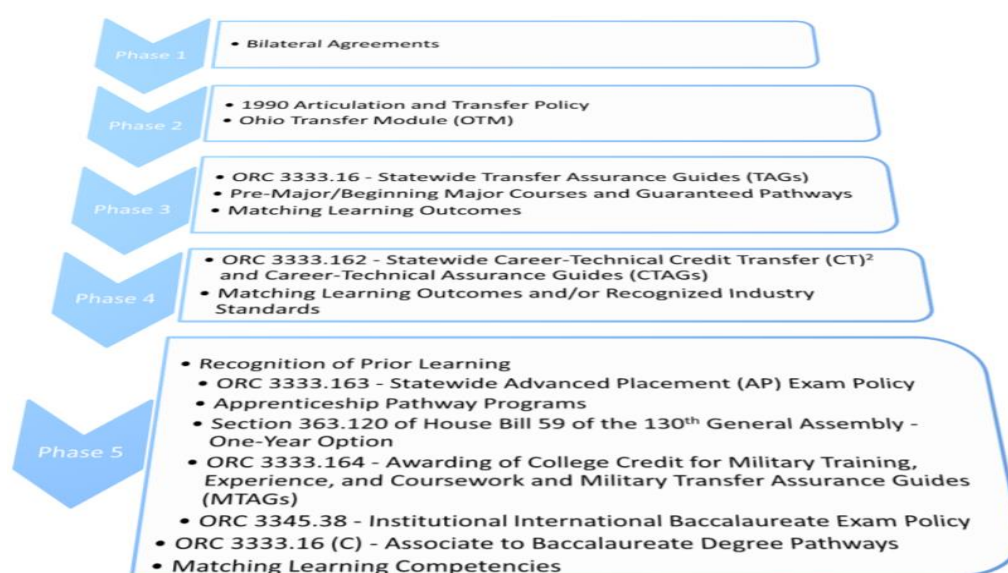
Background

In the early 1990's, Ohio's first comprehensive statewide initiative toward expanding articulation and transfer resulted in the establishment of the Ohio Transfer Module (OTM) – a subset or the complete set of an institution's liberal or general education requirements across various discipline areas. Since then, five distinct developmental phases characterized Ohio's "total system" approach to address increasing student mobility and the articulation and transfer of learning as students moved among public colleges, universities, and career-technical institutions (see Figure 1).

The OTM is a 30-year-old model was created to address issues of transfer and articulation among Ohio's 36 two- and four-year public institutions, particularly with respect to the General Education curriculum. The major objective of the OTM is to provide students the assurance that the courses they take can be used towards their degree at the receiving transfer destination.

In the years since inception, the OTM has made significant advancements in addressing transfer issues. Through the facilitation and coordination efforts of hundreds of faculty, staff, and institutional and state leaders the development of the OTM has enhanced transferability guarantees that benefit students, institutions, employers, and Ohio's economy. The OTM model approach has and will continue to serve Ohio constituents.

Figure 1



Current OTM Structure

The current OTM consists of five discipline areas with a total of 24 credit hours ranging within the five disciplines. The existing model allows for 12 additional elective credit hours within any of the five discipline areas. Combined the current OTM minimum requirements and electives equate to 36 transferable credit hours (see Figure 2).

Figure 2

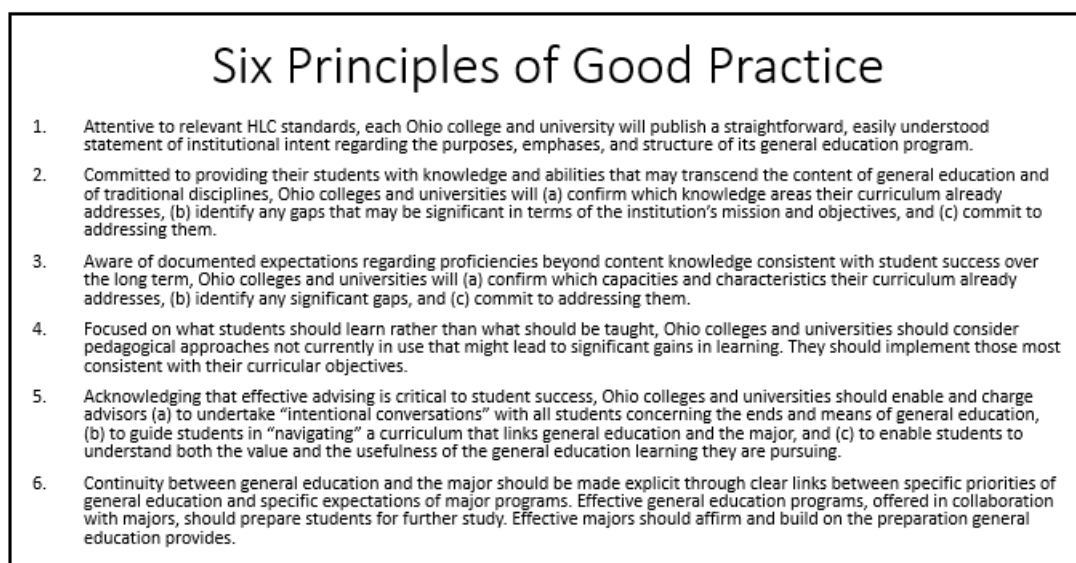
English/Oral Communication	Art & Humanities	Social & Behavioral Science	Natural Science	Math/Stats/Logic	+	Any OTM Approved Course
3	6	6	6	3		Total Credit Hour: 12
Total Credit Hour: 24						

= **Total Credit Hours: 36 (minimum)**

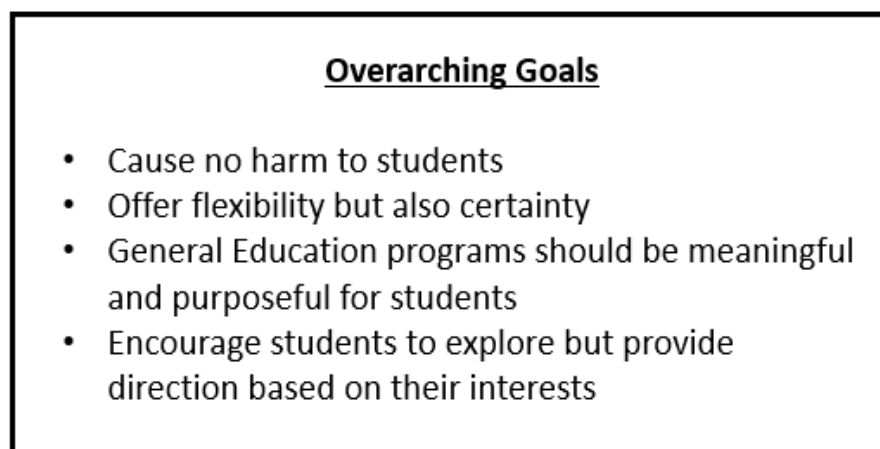
Ohio Transfer Module (OTM) Revisions

Statewide discussions have occurred over the past two years to rethink the OTM and assess whether it meets the current needs of Ohio public institutions and students. Initial discussions began with thinking about General Education curriculum across the state. To assist with these discussions, at the direction of the Ohio Articulation and Transfer Network (OATN) Oversight Board, a statewide General Education Steering Committee was formulated in 2017. Initial committee discussions, led by an OATN General Education consultant, advanced the development of six principles of good practice. These practices outline consensus of General Education best practices across the state and were developed to provide insight to enhance institutional efforts and improve individual general education programs (see Figure 3).

Figure 3



Following the creation of six principles of good practice, the General Education Steering Committee began to consider how to revise the OTM to fit the needs of students. Through the direction of the General Education Steering Committee, a taskforce was created to develop proposed recommendations. This task force included representatives from both the two-year community colleges and four-year universities across the state. Recommended revisions to the OTM were developed with the following goals in mind (see Figure 4).

Figure 4

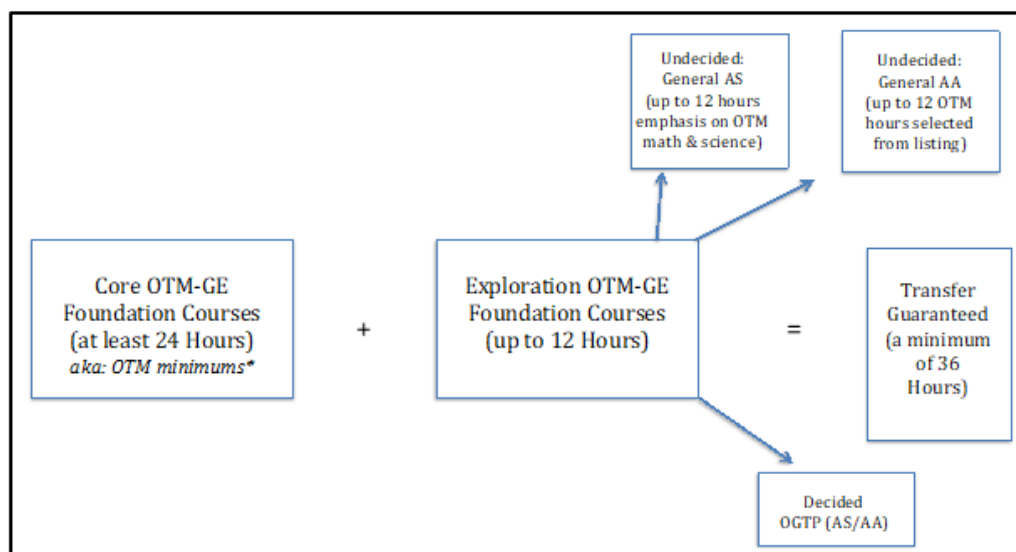
The crux of the OTM revision recommendations focus around flexibility with certainty to allow students to choose different pathway through the OTM based on their unique situation, while at the same time assuring students that their credit will in fact transfer to their destination institution(s).

Proposed OTM Revisions

At the direction of the task force the proposed OTM model revisions have been divided into two main components (see Figure 5):

- **Foundational Courses-** that total 24 credit hours and encompass each of the five discipline areas; and
- **Explorations Foundation Courses-** that total 12 elective credit hours with recommended specific OTM discipline areas

Figure 5



In the proposed model, the 24 credit hour minimums remain intact as they are currently within the OTM, while the additional 12 credit hours of electives branch into three distinct pathways (see Figure 6):

- The **first path** focuses around those students who have already declared a specific major. These students will use the “Decided OGTP (AA/AS)” path with specific courses identified through the work of the Ohio Guaranteed Transfer Pathways (OGTP). To better understand how the revisions will be incorporated within the OGTP (see Figure 7).
- The **second path** focuses around those students who may be “Undecided” but interested in an AS/BS focus. The 12 exploration “elective” hours recommended are heavy on Mathematics and Natural Sciences.
- The **third path** focuses around those students who may also be “Undecided” but interested in an AA/BA focus. The 12 exploration “elective” hours recommended are heavy on Art and Humanities and Social and Behavioral Sciences.

Additionally, for students unsure of what path to take, recommendations are proposed that a second writing course be considered as part of the 12 additional elective hours, as well as a Diversity, Equity, and Inclusion component.

Figure 6

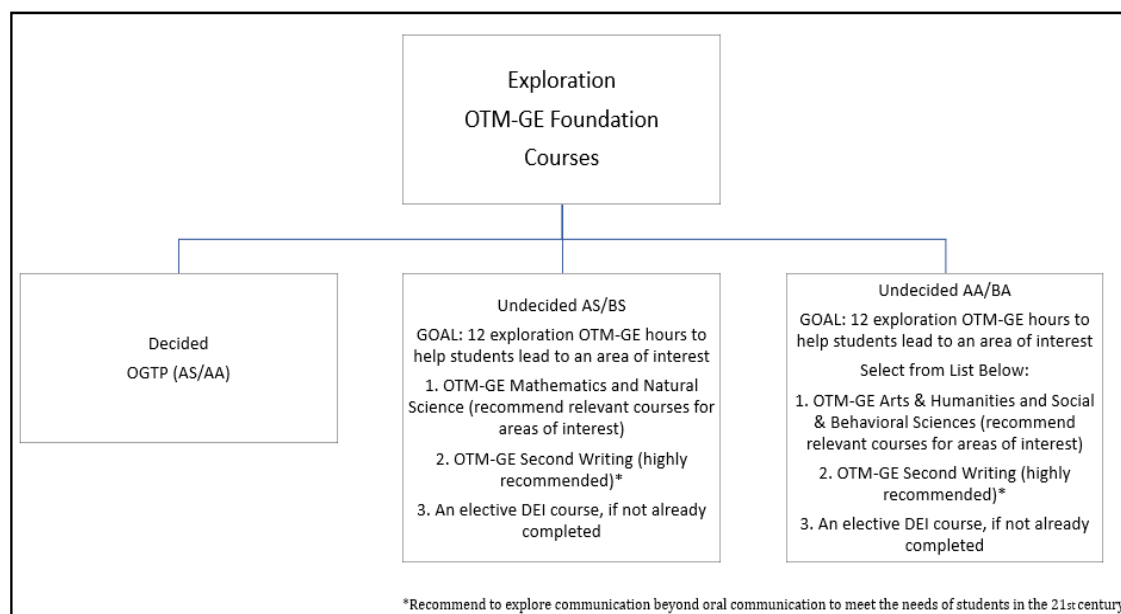
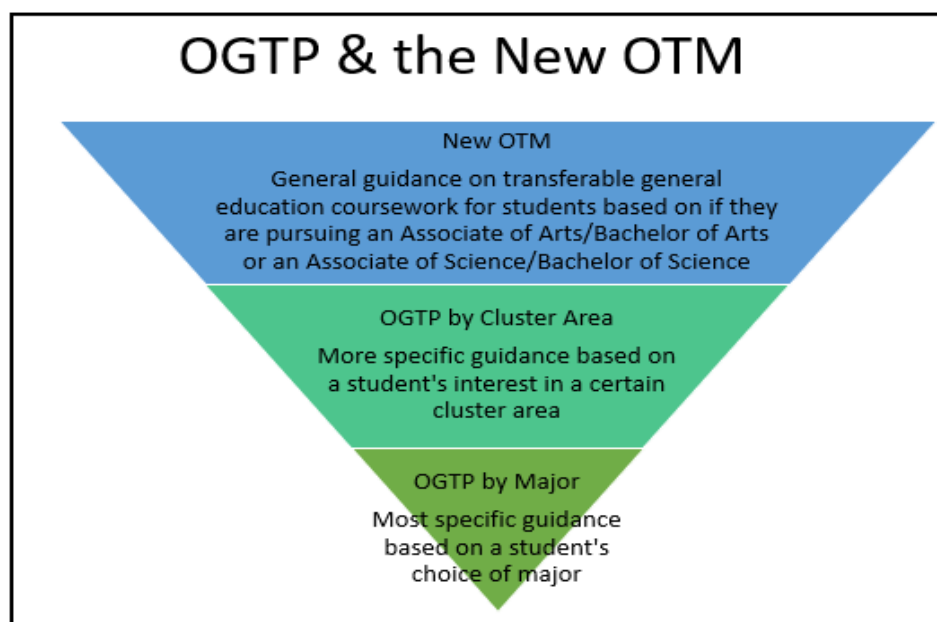


Figure 7



With several proposed revisions it is imperative to define what is changing within the proposed OTM/GE revisions and what is not changing.

What Is Not Changing:

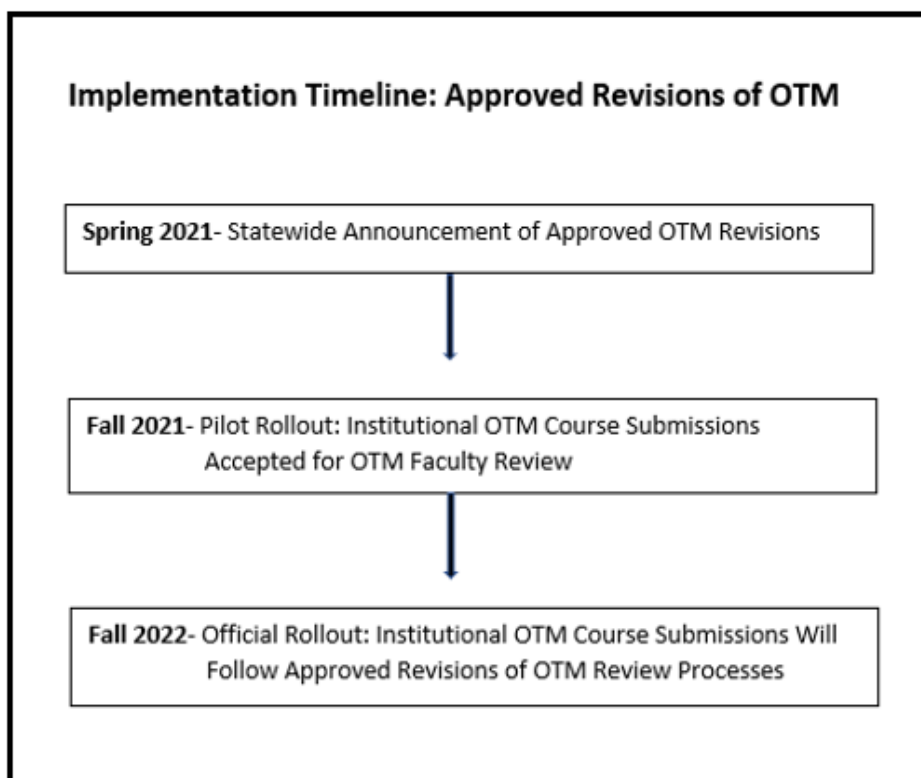
- The number of OTM credit hours. The 24 credit hour minimums will remain intact with an additional 12 OTM elective credit hours. In total the OTM will guarantee 36 transferable credit hours.
- The general structure of the OTM and the discipline groupings.

What is Changing:

- Increased guidance for students through differentiation of pathway options.
- A designation of Diversity, Equity, and Inclusion coursework within the OTM electives.
- Current discipline groups will shift from course guidelines to course learning outcomes
- A renaming/rebranding of the OTM.
- Institutional OTM grids will be reformatted to assist with clarity.

Approved Revisions of the OTM

In fall 2020 proposed revisions of the OTM were sent out for statewide endorsement. Positive feedback was received by Ohio public institutions of higher education. The results of the survey indicated strong support to implement the proposed revisions to the OTM. On December 9, 2020 the Chancellor of the Ohio Department of Higher Education approved revisions of the OTM. Following approval of OTM revisions an implementation timeline has been developed to assist Ohio public institutions of high education prepare for roll out (see Figure 8).

Figure 8

Diversity, Equity, and Inclusion Learning Outcomes

Alongside the proposed OTM/GE revisions, in 2019, research surveys were distributed to all Ohio public institutions of high education to identify current categories within institutional general education programs not currently embedded within the existing OTM. The goal of this exercise was to determine if there was commonality in general education categories across the state and to think about whether categories should be included within the OTM structure to guarantee transferability. The results of these surveys identified Diversity, Equity, and Inclusion (DEI) as a commonality across the state.

With this knowledge, a nomination survey was sent out to all Ohio public institutions of higher education to locate DEI subject matter experts to assist with drafting potential DEI specific learning outcomes. The results of this survey indicated roughly 90 interested subject matter experts to partake in this work. In taking the nominations into consideration, a Diversity Advisory Discussion Group (DADG) was formulated consisting of both two-year and four-year subject matter experts throughout the state of Ohio.

Throughout the summer and fall 2020 term the diversity advisory group utilized the Association of American Colleges and Universities (AAC&U) Intercultural Knowledge & Competence VALUE Rubric as a guiding principle to develop DEI learning outcomes. A total of six DEI learning outcomes were drafted and focus around three topical areas from within the AAC&U Rubric, including: Cultural Self-Awareness; Cultural Worldview Framework; and Empathy (see Figure 9).

Figure 9

Diversity, Equity, and Inclusion Learning Outcomes	
1. Describe identity as multifaceted and constituting multiple categories of difference such as race, color, language, religion, national origin, gender, sexual orientation, age, socio-economic status, and intersectionality as operating by individual and group	3. Recognize the complex elements of cultural biases on a global scale by identifying historic, economic, political, and/or social factors, such as ethnocentrism, colonialism, slavery, democracy, and imperialism
2. Describe how cultures (including their own) are shaped by the intersections of a variety of factors such as race, gender, sexuality, class, disability, ethnicity, nationality, and/or other socially constructed categories of difference	4. Recognize how sociocultural status and access to (or distribution of) resources are informed by cultural practices within historical, social, cultural and economic systems.
	5. Articulate the meaning of empathy and its role in strengthening civic responsibilities and reducing the negative impact of societal stereotypes
	6. Demonstrate empathy by successfully interpreting intercultural experiences from one's own and others' worldview

Approval of Diversity, Equity, and Inclusion Learning Outcomes

In fall 2020, proposed DEI learning outcomes were sent out for statewide endorsement. Positive feedback was received by Ohio public institutions of higher education. The survey results strongly supported implementing the proposed DEI learning outcomes as an OTM elective. On December 9, 2020 the Chancellor of the Ohio Department of Higher Education approved a total of six DEI learning outcomes.

Through surveying and review by both the General Education Steering Committee and OATN Oversight Board, the DEI learning outcomes have been recommended to be broken out into required and non-required learning outcomes. It has been determined that the first four DEI learning outcomes be considered required and that learning outcomes five and six be listed as choose one (see Figure 10). On January 25, 2021 the Chancellor of the Ohio Department of Higher Education approved the DEI learning outcome breakout. Institutions are encouraged to submit DEI courses whether standalone or dual approval. This announcement is to assist your institution. Revisions will proceed to go into effect in Fall 2021.

Figure 10

Diversity, Equity, and Inclusion (DEI) Learning Outcomes

Essential (Learning Outcomes 1-4):

1. Describe identity as multifaceted and constituting multiple categories of difference such as race, color, language, religion, national origin, gender, sexual orientation, age, socio-economic status, and intersectionality as operating by individual and group. *
2. Describe how cultures (including their own) are shaped by the intersections of a variety of factors such as race, gender, sexuality, class, disability, ethnicity, nationality, and/or other socially constructed categories of difference. *
3. Recognize the complex elements of cultural biases on a global scale by identifying historic, economic, political, and/or social factors, such as ethnocentrism, colonialism, slavery, democracy, and imperialism. *
4. Recognize how sociocultural status and access to (or distribution of) resources are informed by cultural practices within historical, social, cultural and economic systems. *

Non-Essential (Learning Outcomes 5-6 [Choose One]):

5. Articulate the meaning of empathy and its role in strengthening civic responsibilities and reducing the negative impact of societal stereotypes.
6. Demonstrate empathy by successfully interpreting intercultural experiences from one's own and others' worldview.

DEI Learning Outcome Approval: Effective December 9, 2020
 DEI Learning Outcomes Breakout Clarification Approval: Effective January 25, 2021

Ohio Transfer Promise

To provide students a firm guarantee that their coursework will transfer while also providing institutional support that will assist the student on their degree pathway, an Ohio Transfer Promise will be announced in the upcoming weeks. This document will ensure that each Ohio public institution of higher education will adhere to Ohio transfer efforts to create seamless transfer guarantees for students across the state.

Approved OTM Revision: Q/A's

What will my institution need to do to comply with the approved revision of the OTM?

Your institution will need to remain vigilant when advising student on decided versus undecided pathways and determine the best course of action to cause no harm to students as they work to complete their degree aspirations. The purpose of the approved revisions is to provide students with clarity and flexibility, while at the same time encouraging direction based on their academic interest.

What is changing within the approved revision of the OTM?

The approved revisions will provide increased guidance for students through differentiation of pathway options. The model will also shift from guidelines to new learning outcomes within each specific discipline area. A designation of Diversity, Equity, and Inclusion coursework will be built into the OTM electives. In addition, current OTM grids will be updated in the new model. Lastly, the revised OTM will be rebranded with an approved renaming to be announced in a future communication.

What is remaining in the approved revisions of the OTM?

The model revisions will keep the current structure of discipline groupings, as well as the current number of credit hour minimums associated with each discipline area.

When are the approved revisions of the OTM going into effect?

A pilot rollout will go into effect Fall of 2021 where institutions will be provided the opportunity to submit new courses through the OTM submission and review process. Official rollout will begin in Fall 2022 where institutions will submit new courses through the OTM submission and review process.

How will we know that institutions are following the approved revisions of the OTM?

The Ohio Transfer Promise will act as a guarantee document signed by each Ohio public institution of higher education President and/or Provost/Chief Academic Officer. This promise will act as a guarantee that institutions are acting in good faith to adhere to the approved revisions of the OTM, as well as current OATN transfer initiatives.

Will my institution be required to submit a Diversity, Equity, and Inclusion course within the OTM?

Diversity, Equity, and Inclusion (DEI) courses are recommendations to fulfill exploration foundation “elective” course requirements. It is an institutional choice to include DEI within the

OTM; however, when conducting statewide research on a potential addition within the OTM, DEI was identified as a commonality within each of Ohio's public institutions of higher education general education. In addition, each Ohio public institution of higher education supported proposed DEI learning outcomes through statewide endorsement. Should your institution decide not to submit DEI related courses within the OTM as an elective, this may impact students transferring in or out of your institution. This decision will then become a matter of "good faith" at the receiving institution. Institutions are not expected to submit DEI courses upon announcement, a grace period will be provided for course submission.

Can my institution submit both Diversity, Equity, and Inclusion (DEI) standalone courses and DEI dual approved courses?

Yes, it is possible that your institution may have standalone and dual approved DEI courses.

What Diversity, Equity, and Inclusion (DEI) learning outcomes are required for either standalone or dual approved course approval?

It has been determined that the first four DEI learning outcomes are considered required for a DEI related course. Learning outcomes five and six are classified as "choose one" when submitting DEI courses for OTM review.

When are the Diversity, Equity, and Inclusion learning outcomes going into effect?

Diversity, Equity, and Inclusion learning outcomes will go into effect Fall 2021. Institutions are welcome to begin submitting course(s) for OTM approval during the Fall 2021 review cycle.

What do the approved revisions of the OTM mean for the five current OTM discipline area guidelines?

Current OTM discipline guidelines will shift to learning outcomes. A separate announcement will outline these revisions.

How will my institution submit courses in the approved OTM revisions model?

The implementation phase continues to be addressed. A statewide webinar will be held to answer course submission and review process questions.

How will my institution determine if a course should be submitted for Diversity, Equity, and Inclusion (DEI) review?

Additional information will be announced to assist institutions with determining if a DEI related course is appropriate for OTM submission and review. Professional development training on best practices for course design, course implementation, and course assessment will be provided for

institutions. A statewide webinar will be held to answer course submission and review process questions.

Will the OTM grids be updated to reflect additions of the Diversity, Equity, and Inclusion (DEI) component?

Yes, the implementation phase including grid updates is continuing to be addressed.

How will dual approved courses be tracked within the Course Equivalency Management System (CEMS)?

The implementation phase continues to be addressed.

What will happen to currently approved OTM courses?

Courses currently approved within the OTM will be granted a “grace” period following the announcement of the approved OTM revisions. Currently approved OTM courses will eventually need to be re-reviewed to ensure alignment to learning outcomes. A resubmission schedule for currently approved courses will be forthcoming.